

in teaching and learning partnerships

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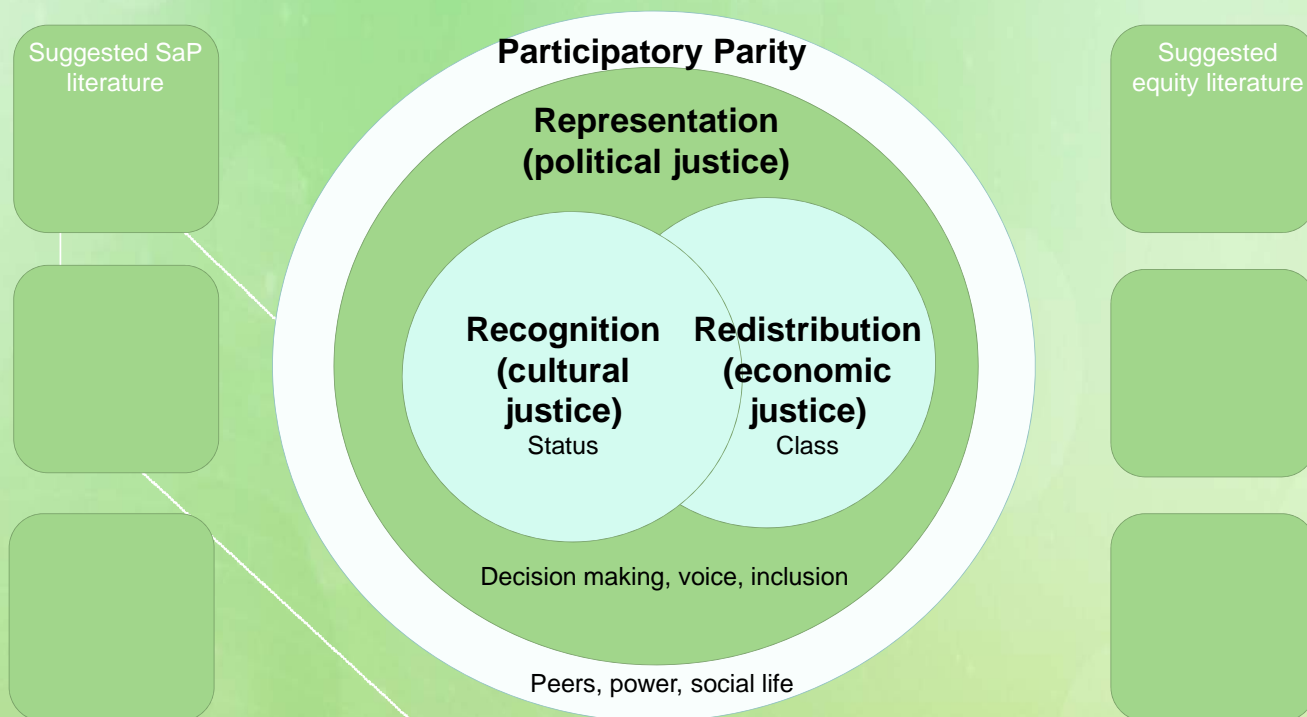
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Aim: To apply a social justice theoretical framework in research and practice to realise equity in partnership.

Purpose: Equity and partnership are issues of growing consideration in higher education (Bovill et al., 2016; Cook-Sather, Des-Ogugua & Bahti, 2017; Matthews, 2017). Emerging scholarship indicates that students from underrepresented backgrounds possess valuable expertise (Cook-Sather et al., 2017). This poster elucidates social justice in higher education using Nancy Fraser's three-dimensional redistribution-recognition-representation model (Fraser, 2008). This status model will be used as a lens with which to view social justice in the partnership literature and guide future research.

Students as Partners (SaP): "a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation or analysis" (Cook-Sather, Bovill & Felten, 2014, p. 6-7).

Participatory parity: "social arrangements that permit all (adult) members of society to interact with one another as peers" (Fraser, 2007, p. 27). Representative, recognitive and redistributive justice are required for participatory parity.



Fraser's three-dimensional (3D) model and SaP educed

Elements of the 3D model can be explained as: Representation is the political dimension concerning inclusion or 'who' is entitled to recognition and redistribution; Recognition requires status equality considering hierarchical patterns and cultural value; Redistribution is associated with class and the distribution of resources both human and material. Each element of the status model can be viewed from an affirmative or transformative perspective. Affirmative strategies alleviate social injustice without disturbing the underlying structures whereas transformative strategies alter the deep structures that generate them (Fraser, 2008).

SaP or partnership approaches contribute to participatory parity by: the creation of reciprocal, respectful relationships; the opportunity for collaborative decision-making and inclusion of student voice; examination of institutional patterns of cultural value; and the co-creation and consideration of resources. SaP provides a counter-narrative to current higher education agendas which overlook justice in education.